Title of Instructional Materials: Bridges

Grade Level: Grade 5

Reviewers:

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Summary of Insert Name of Instructional Materials Here

Overall Rating: ☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:** Some standard areas are missing. Strong in conceptual development.	Important Mathematical Ideas: ☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:**
Skills and Procedures: ☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:**	Mathematical Relationships: ☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:**

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

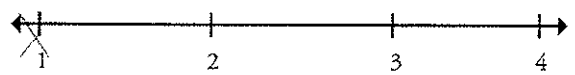
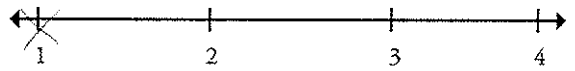
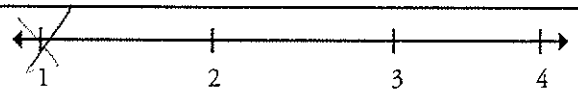
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 1 / Session 18 p. 81-83	Important Mathematical Ideas: X at 1 (1 2 3 4) Skills and Procedures: X at 1 (1 2 3 4) Mathematical Relationships: X at 1 (1 2 3 4) **Summary / Justification / Evidence** - only 1 lesson w/ application, but does not develop understanding **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** vocab, development of concept Overall Rating: X at 1 (1 2 3 4)

Reviewed By: _____

Title of Instructional Materials: _____

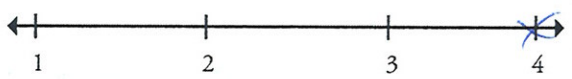
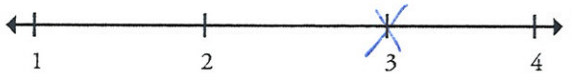
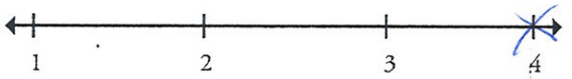
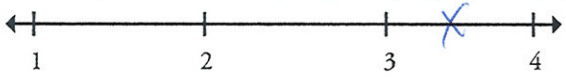
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

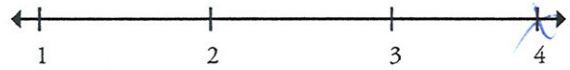
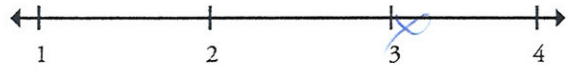
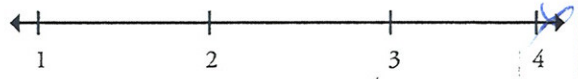
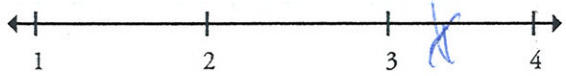
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 3	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** uses investigation, hands on pr. solving - well developed, needs more practice **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.4 Classify two-dimensional figures in a hierarchy based on properties. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Important Mathematical Ideas: 1 — (2) — 3 — 4 Skills and Procedures: 1 — (2) — 3 — 4 Mathematical Relationships: 1 — (2) — 3 — 4 **Summary / Justification / Evidence** not any examples little practice
Indicate the chapter(s), section(s), and/or page(s) reviewed. 4-Quad Battle Ship worksheet A10.23-28	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** good game
	Overall Rating: 1 — (2) — 3 — 4

Reviewed By: _____

Title of Instructional Materials: _____

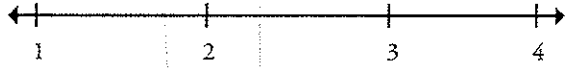
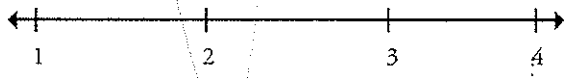
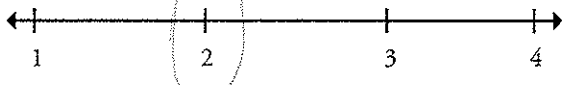
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. coordinate pairs similar figures **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit Connections 110–111 108–109 making polygons using coordinate pairs	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

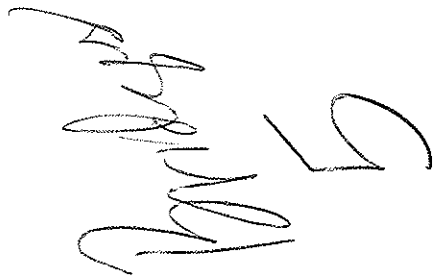
Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.4 Classify two-dimensional figures in a hierarchy based on properties. Practice 6b Classifying Δs p 97 p 140 Δ 43+44 quads 41+42 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** little practice
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Skills and Procedures:
Understanding the scoring

	Superficially Developed ← → Well Developed
Development	1 — 2 — 3 — 4 Skills and procedures are the primary focus, are developed without conceptual understanding, and are loosely connected to important mathematical ideas — important mathematical ideas are adjunct. … Skills and procedures are integrated with important mathematical ideas and are presented as important tools in applying and understanding important mathematical ideas.
Connections	1 — 2 — 3 — 4 Skills and procedures are treated as discrete skills rarely connected to important mathematical ideas or other skills and procedures. … Skills and procedures are integrated with—and consistently connected to—important mathematical ideas and other skills and procedures.
Rigor and Depth	1 — 2 — 3 — 4 Skills and procedures are practiced without conceptual understanding outside any context, do not require the use of important mathematical ideas, and are primarily practiced in rote exercises and drill. … Skills and procedures are critical to the application and understanding of important mathematical ideas, and are embedded in problem situations.



Reviewed By: [redacted]

Title of Instructional Materials: Bridges

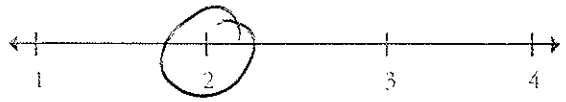
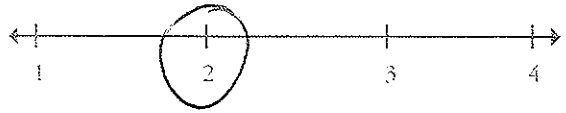
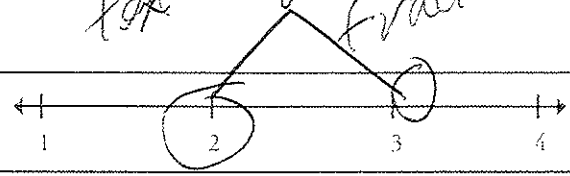
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* Indicate the chapter(s), section(s), and/or page(s) reviewed. Practice book pg. 107-110 11/7/19 T6 4-11 Making fraction kits	Important Mathematical Ideas: 1 2 **3** 4 Skills and Procedures: 1 **2** 3 4 Mathematical Relationships: 1 **2** 3 4 Summary / Justification / Evidence ST. text does not sufficiently explain concept Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): All/Most info is provided in teacher guide Overall Rating: 1 **2** **3** 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.* Indicate the chapter(s), section(s), and/or page(s) reviewed. Student practice book pg 133-136 Teacher book 4-11, 12, 13, 14, 15, 16	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Evidence Concepts are taught / There are models Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): They are few models w/in the text Benchmark Fractions Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

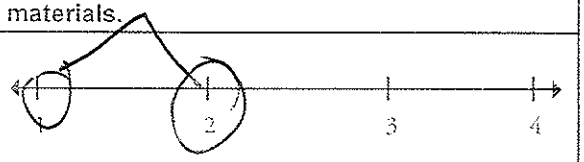
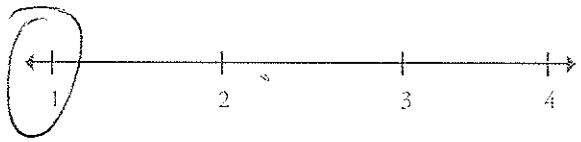
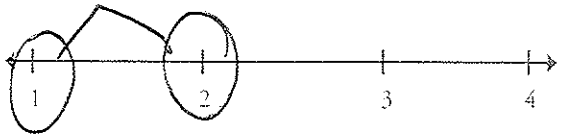
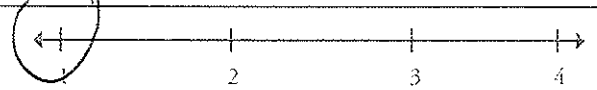
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Teacher guide pg. 567	Important Mathematical Ideas: 1 — (2) — 3 — 4 Skills and Procedures: 1 — (2) — 3 — 4 Mathematical Relationships: 1 — (2) — 3 — 4 **Summary / Justification / Evidence** Content is taught but requires a lot of supplement **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Students do not have text Overall Rating: (1) — 2 — 3 — 4

Reviewed By: [redacted]

Title of Instructional Materials: Fraction Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.4a 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* Indicate the chapter(s), section(s), and/or page(s) reviewed. Teacher guide 4-13, 15, 16	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Evidence Fractions on a Geoboard Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Hard to identify skill / No student text Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.4b 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. Indicate the chapter(s), section(s), and/or page(s) reviewed. Sess 19 activities 2-4 No text (student) Sess All activities	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 Summary / Justification / Evidence Taught w/ supplemental material Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No student text Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.5a 5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Indicate the chapter(s), section(s), and/or page(s) reviewed. Unit 4-3 Mult. menus / Student book pgs. 101-105 - 4-10 Sun. Seeds / SB pgs. 114-115	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 Summary / Justification / Evidence The concept does not thoroughly compare the size of the product w/ size of one factor Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): logical connection (e.g. 5x10 5x100 5x1000) Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.5b 5. Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. Indicate the chapter(s), section(s), and/or page(s) reviewed. Teacher guide Unit 6 - 3, 4, 5, 6, 7 Student book Vol 2 pgs. 151 - 157	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 Summary / Justification / Evidence Student text has minimal info / Concept taught Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Most of content is in Teacher guide Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.6 *Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.* indicate the chapter(s), section(s), and/or page(s) reviewed. Teacher guide 4-13, 15, 16 Quilt Geoboards blocks 4-20 Practice story problems SUM fraction D story problems	Important Mathematical Ideas: 1 2 **3** 4 Skills and Procedures: 1 2 **3** 4 Mathematical Relationships: 1 2 3 **4** Summary / Justification / Evidence They are real world problems w/ relevant content presented logically Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No student book? Overall Rating: 1 2 **3** 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.7a 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. Indicate the chapter(s), section(s), and/or page(s) reviewed. Not addressed	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Fractions

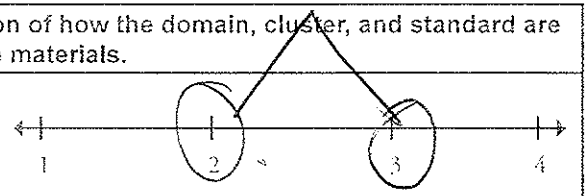
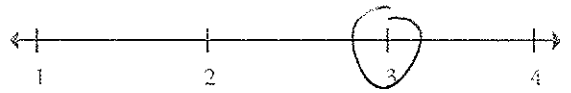
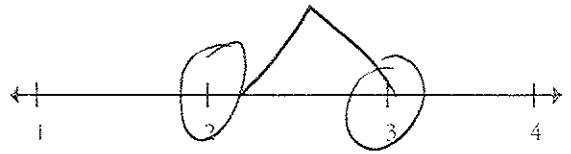
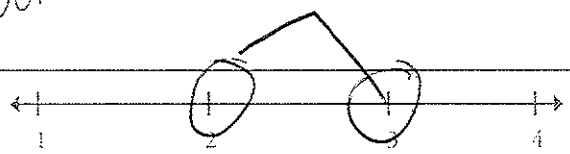
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.7b 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. Indicate the chapter(s), section(s), and/or page(s) reviewed. Not addressed	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

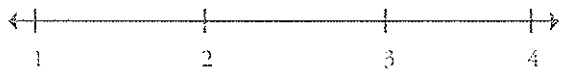
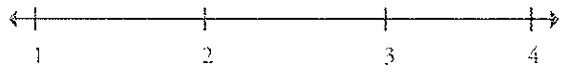
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.7c 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit-20 fraction story problems BLM	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Skill/Standard is addressed / Supplemental material **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** No student book Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Convert like measurement units within a given measurement system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. Indicate the chapter(s), section(s), and/or page(s) reviewed. 1-16 Teacher's Guide 3-17 4, 5, 6	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

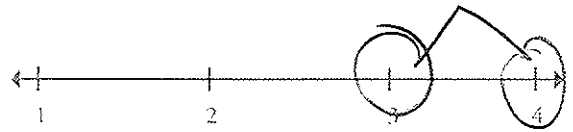
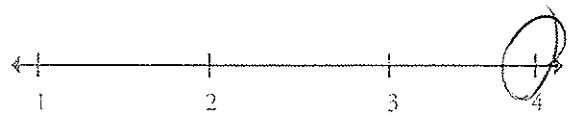
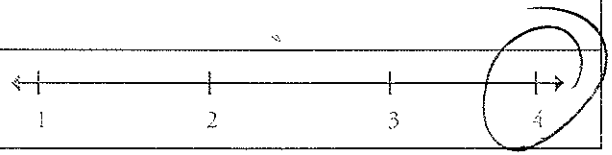
MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Represent and interpret data.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.* Indicate the chapter(s), section(s), and/or page(s) reviewed. 5-17 Teacher's guide	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

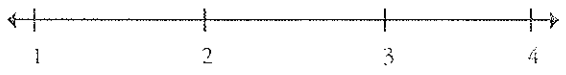
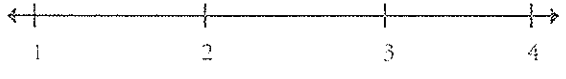
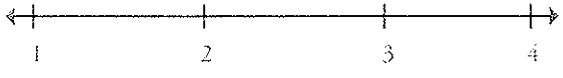
MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.3a 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. Indicate the chapter(s), section(s), and/or page(s) reviewed. TG 3-20 SB pg. 95	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary/Justification / Evidence Standard is taught and thoroughly explained. Shows logical development Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: [redacted]

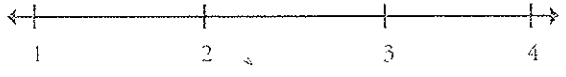
MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.3b 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. Indicate the chapter(s), section(s), and/or page(s) reviewed. Could not find	Important Mathematical Ideas  1 2 3 4 Skills and Procedures  1 2 3 4 Mathematical Relationships  1 2 3 4 Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating  1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

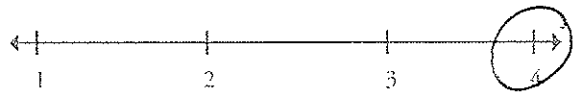
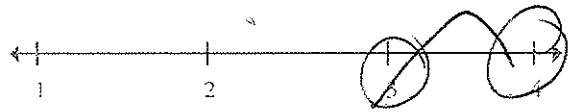
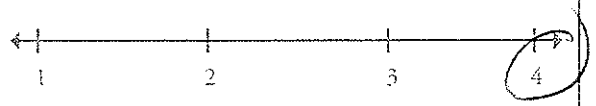
MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. Indicate the chapter(s), section(s), and/or page(s) reviewed. Could not find. Might be expressed in 3-20?	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

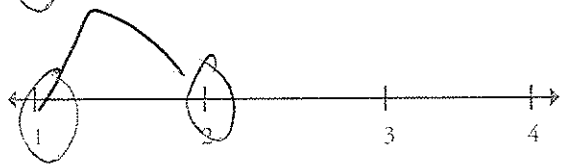
MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.5a 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Evidence See page 38
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Ag ridays

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.5b 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. Indicate the chapter(s), section(s), and/or page(s) reviewed. Student pg. 57, 59, 60, 65	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Evidence light touched upon in student practice book Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.5c 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. Indicate the chapter(s), section(s), and/or page(s) reviewed. Could not find	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

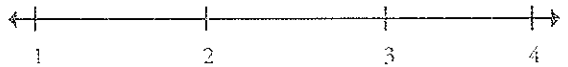
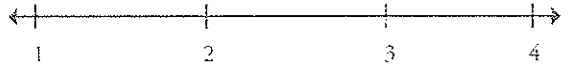
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). Indicate the chapter(s), section(s), and/or page(s) reviewed. 1-18 3-17 7-4,5,6 Could not find lesson	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

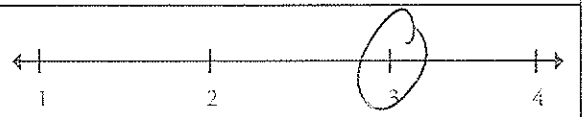
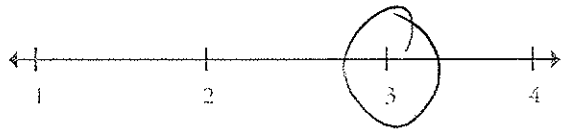
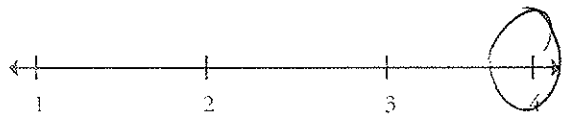
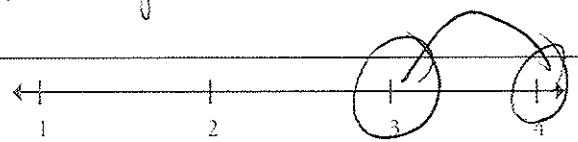
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. Indicate the chapter(s), section(s), and/or page(s) reviewed. 16 3-17 SP Book pg 55; 98 (could not find real-world problems in the lesson	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Fraidys

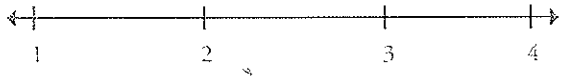
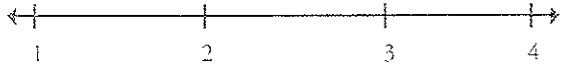
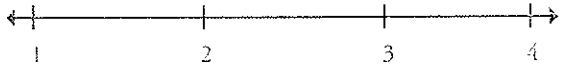
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* Indicate the chapter(s), section(s), and/or page(s) reviewed. 3-1, 8, 13, 14 → Polygon riddles ↓ Guess My Polygon	Important Mathematical Ideas  1 2 3 4 Skills and Procedures  1 2 3 4 Mathematical Relationships  1 2 3 4 Summary / Justification / Evidence Standard 3 include classifying polygon by recognizing attributes that pertain specifically to a polygon Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): quads? / triangles? Overall Rating  1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.G.4 Classify two-dimensional figures in a hierarchy based on properties. Indicate the chapter(s), section(s), and/or page(s) reviewed. Set C1 Geometry: Triangles Quadrilaterals WS 1-4	Important Mathematical Ideas  1 2 3 4 Skills and Procedures  1 2 3 4 Mathematical Relationships  1 2 3 4 Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Supplimental Material Overall Rating  1 2 3 4

INDIANA'S EDUCATION ROUNDTABLE 2010

Bridges in Mathematics

Love all of the problem solving

3+

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Biggest Problem is that there are too many binders, student books, Number corner, supplements. Difficult to find needed material.

Grade 5

www.mathlearningcenter.org

a project of
The Charles A. Dana Center
at the University of Texas at Austin

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Mathematics

MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Write and interpret numerical expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Student Book - Volume 1 pg 15+16 Teacher Guide - Session 13 pg 94-98 Home Connection 6 pg 13-17	Important Mathematical Ideas: 1 2 3 **4** Skills and Procedures: 1 2 **3** 4 Mathematical Relationships: 1 2 **3** 4 **Summary / Justification / Evidence** Gave a score of 3 because additional practice of skills is needed, as well as, integrated development **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 **3** 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Write and interpret numerical expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Student Book – Volume 1 pg 15+16 Teacher Guide – Session 13 pg 94-98 Home Connection 6 pg 13-17 Home Connection 59 pg 215-227 Teacher Guide – Session 11 pg 237-247	Important Mathematical Ideas: 1 2 3 **4** Skills and Procedures: 1 2 3 **4** Mathematical Relationships: 1 2 3 **4** **Summary / Justification / Evidence** Multiplication is embedded in many types of problems. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 **4**

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Analyze patterns and relationships.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Teacher Manual #4 pg 919 -	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** Minimal conceptual development **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. Place Value Decimals No place value model? Unit 6 pg 828 **Indicate the chapter(s), section(s), and/or page(s) reviewed.** TM Vol 3 779-783 902-907 Practice Book pg 111 Bridges Supplement Set A11 Unit 6 - Session 8	Important Mathematical Ideas: 1 2 3 **4** Skills and Procedures: 1 2 ~~3~~ **4** Mathematical Relationships: 1 2 3 **4** **Summary / Justification / Evidence** Set A11 develops entire standard Great Wall of Base 10 **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Would like to see a place value model Overall Rating: 1 2 3 **4**

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Bridges Supplement Set A11 Unit 6 session 8	Important Mathematical Ideas: 1 2 3 **4** Skills and Procedures: 1 2 3 **4** Mathematical Relationships: 1 2 3 **4** **Summary / Justification / Evidence** Developed as a skill & then applied to real world problems in activities **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 **4**

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.3a 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). decimals Expanded form **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Practice book 111	Important Mathematical Ideas: 1 2 (3) 4 Skills and Procedures: 1 (2) 3 4 Mathematical Relationships: 1 2 (3) 4 **Summary / Justification / Evidence** Could not find reading + writing numbers in expanded form – Comparing etc. was covered. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Reading + writing decimals in expanded form Overall Rating: 1 2 (3) 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.3b 3. Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 6 Session 13	Important Mathematical Ideas 1 2 3 (4) Skills and Procedures 1 2 3 (4) Mathematical Relationships 1 2 3 (4) **Summary / Justification / Evidence** Love Decimals on a number line Well developed **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 (4)

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.4 Use place value understanding to round decimals to any place. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Set A11 - Grade 5 supplement -No found in Bridges Practice Book pg 14 Also covered in Number Corner Extra Support Activities 15 - 17	Important Mathematical Ideas: 1 2 3 **4** Skills and Procedures: 1 2 3 **4** Mathematical Relationships: 1 2 3 **4** **Summary / Justification / Evidence** Many opportunities for students to develop and apply knowledge. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 **4**

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Important Mathematical Ideas: 1 2 3 **4** Skills and Procedures: 1 2 3 **4** Mathematical Relationships: 1 2 3 **4** **Summary / Justification / Evidence** Like extra practice in practice book – many activities & connections. Shows several ways to understand multiplication
Indicate the chapter(s), section(s), and/or page(s) reviewed. Number Corner: November Computational Fluency (Number Corner) (multiples of 10) December (multiples of 10) Problem solving January Computational Fluency Bridges Unit 2, sessions 10-12 Practice Book pg 1- ~~60~~ 30	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating: 1 2 3 **4**

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Division XX XX ⟌ XXXX 2 digit divisors **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Number Corner - Nov, Dec, Jan. Unit One - Session 7 + 8 / single quotient double digit Unit Two - Session 13 Unit Four - Session 2, 4, 5, 6, 7, 8, 9, 10 Unit Six, Session 2	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** Area models, arrays, story problems **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Not developed deeply enough Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges in Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. models **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Session 8 – 14 Book 3	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

WOW! This was really confusing. Only evaluating the "Student Edition" not possible. Sought input from T.E.

Reviewed By: Bridges – 5th

Title of Instructional Materials: [redacted]

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Dismissed entirely from adoption discussion b/c I don't feel I had a fair understanding of the program. It was confusing and frustrating to follow.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

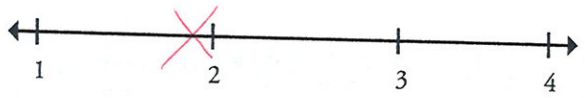
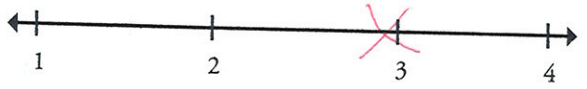
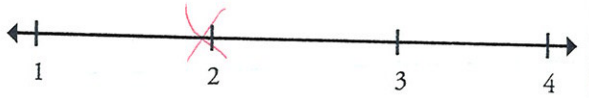
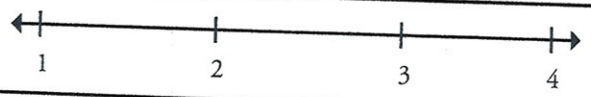
Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Write and interpret numerical expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. See Notes or Publisher Page **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** S.Ea. maybe?
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

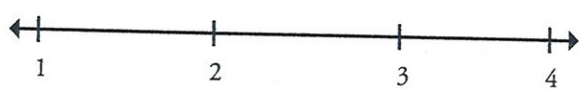
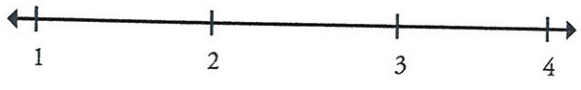
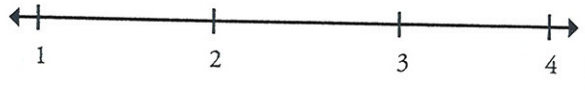
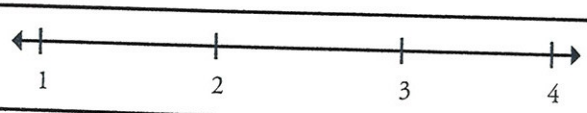
MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Write and interpret numerical expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** B1 Activity 1 - Represent unknown quantity using letter or symbol teacher-led w/ problems involving parentheses.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

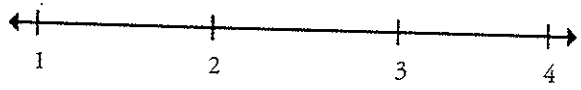
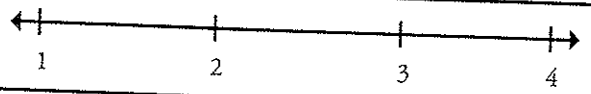
MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Analyze patterns and relationships.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* See publisher notes. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

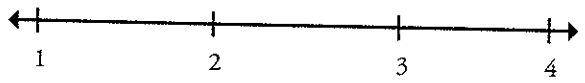
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.3a 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Bridges Grade 5 Correlations to Common Core State Standards (cont.)

OPERATIONS AND ALGEBRAIC THINKING 5.OA				
Standard	**Bridges**	**Number Corner**	**Bridges Supplement**	**Assessments**
Write and interpret numerical expressions.				
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Unit 1, Sessions 13, 14 Unit 1, pp 107–109 (WP 1B) Unit 2, Sessions 2, 3, 5–9, 11, 13 Unit 4, Session 3 Unit 7, Sessions 1 & 2 Unit 7, p 972 (Challenge) Home Connections, Vol. 1 HC's 6, 7, 13, 14, 17, 18, 33, 41 Home Connections, Vol. 2 HC's 42, 47, 48, 59, 60, 61	Sept. Computational Fluency	Bridges Practice Book, pp 11, 12, 121, 122, 124	**Formal** Bridges, Vol. 1, pp 32–39, 138–144 (Unit 1 Pre & Post Assessments) Bridges, Vol. 4, pp 942–947, 1020–1024 (Unit 7 Pre & Post Assessments)
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	Unit 7, Sessions 4, 5, 7, 9, 11–13 Home Connections, Vol. 2 HC's 52, 61, 62, 63, 64		Set B1 Algebra: Diagrams & Equations, Activity 1 and Ind. Worksheets 1 & 2 Bridges Practice Book, pp 1, 31, 125, 126, 128	**Formal** Bridges, Vol. 4, pp 942–947, 1020–1024 (Unit 7 Pre & Post Assessments)
Analyze patterns and relationships.				
3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	Unit 1, Sessions 5, 6, 16–18 Unit 7, Sessions 4–7, 9 Home Connections, Vol. 1 HC's 2, 8 Home Connections, Vol. 2 HC's 61–64		Bridges Practice Book, pp 6, 7, 8, 33	**Formal** Bridges, Vol. 1, pp 32–39, 138–44 (Unit 1 Pre- and Post-Assessments) Bridges, Vol. 4, pp 942–948, 1020–1024 (Unit 7 Pre- and Post-Assessments)

Bridges Grade 5 Correlations to Common Core State Standards

Common Core State Standards for Mathematics, Grade 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, anddeveloping understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Taken from the Common Core State Standards for Mathematics 2010, pages 33 & 34.

Grade 5 Overview

Operations & Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number & Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number & Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement & Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make us of structure.
8. Look for and express regularity in repeated reasoning.

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*	Important Mathematical Ideas: 1 — 2 — X — 3 — 4 Skills and Procedures: 1 — 2 — X — 3 — 4 Mathematical Relationships: 1 — 2 — X — 3 — 4 **Summary / Justification / Evidence** · Students add and subtract fractions (mostly w/ models or games)
Indicate the chapter(s), section(s), and/or page(s) reviewed. Bridges - Unit 4, Sessions 11-16, 19, 20; Unit 4, pp. 517-619; Unit 6 Sessions [illegible] Number Corner - Nov. [illegible] Nov. [illegible] [illegible] Var. Comp. Fluency, Apr. Comp. Fluency Supplement - Set A6 Activities 1+2 and Ind. Worksheets 1-3	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** · Students do not have to move to understanding of a/b + c/d = (ad + bc)/bd.
	Overall Rating: 1 — 2 — X — 3 — 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Bridges – Unit 4, Sessions 11–16, 19, 20–22; Unit 6, Sessions 5–7 & 14; Unit 6, p. 390 & 395 Number Corner – Nov. Calendar (p. 58) (2 pages) Nov. Calendar Collection, Mar. Comp. Fluency April Comp. Flu, p. 54 Supplement – Set A9, Activity 1; Set A11, Activity 2	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** • Students solve many word problems involving addition and subtraction of unlike fractions using models. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • Students do not use benchmark fractions to estimate Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Bridges - Unit 4, p. 507, Unit 6, Session 2; Unit 6, pp. 850-857; Unit 6, pp. [illegible] Number Corner - Mar. Computational Fluency	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** • Students divide whole numbers by smaller whole numbers to get answers as fractions. [illegible] **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • Not all aspects of fractions as division explored. Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.4a 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show* $(2/3) \times 4 = 8/3$, *and create a story context for this equation. Do the same with* $(2/3) \times (4/5) = 8/15$. *(In general,* $(a/b) \times (c/d) = ac/bd$.*)* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Bridges - Unit 4, Sessions 13, 15, 16 Number Corner - Mar Comp. Fluency, April Problem Solving Supplement - Set All, Activities 1, 2	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** • Students explore multiplication of whole number by fraction with models. • Students explore [illegible]
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.4b 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Important Mathematical Ideas (scale 1 2 3 4): X marked at 2 Skills and Procedures (scale 1 2 3 4): X marked between 2 and 3 Mathematical Relationships (scale 1 2 3 4): X marked at 2 **Summary / Justification / Evidence** · Students use models and [illegible] to figure fractional parts of [illegible]
Indicate the chapter(s), section(s), and/or page(s) reviewed. Supplement - Set A9, Activities 1-4 and Ind. Worksheets 1-3 Set A11 Activity 4	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** · Problems do not deal with fractional lengths/widths only with fractional parts. Overall Rating (scale 1 2 3 4): X marked at 2

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.5a 5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Bridges - Unit 4, Sessions 3-5, 10; Unit 7, Sessions 8, 10, 11 Supplement - Set All, Activities 1, 2, 4	Important Mathematical Ideas: 1 2 3 4 (X between 1 and 2) Skills and Procedures: 1 2 3 4 (X between 1 and 2) Mathematical Relationships: 1 2 3 4 (X between 1 and 2) **Summary / Justification / Evidence** · Students Multiply to solve word problems **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** · Students do not compare the size of a product to the size of one factor on the basis of the size of the other factor without performing multiplication Overall Rating: 1 2 3 4 (X between 1 and 2)

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Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5.NF.5b

5. Interpret multiplication as scaling (resizing), by:
   b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Bridges – Unit 6, Sessions 3, 4, 5, 6, 7

Supplement – Set A9, Activities 2–4

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 2 3 4 (marked: 1)

Skills and Procedures: 1 2 3 4 (marked: 1)

Mathematical Relationships: 1 2 3 4 (marked: 1)

Summary / Justification / Evidence

• Students figure polygon shapes based on their fraction [illegible]

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

• Sessions do not explain why multiplying [illegible]

Overall Rating: 1 2 3 4 (marked: 1)

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

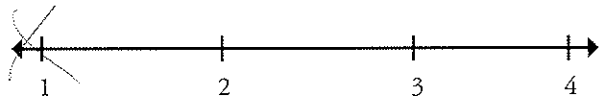
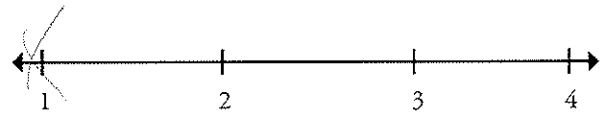
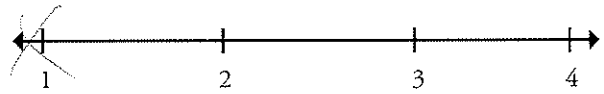
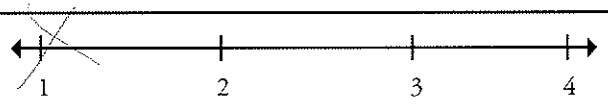
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.6 *Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.*	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 (2 marked) **Summary / Justification / Evidence** [illegible]
Indicate the chapter(s), section(s), and/or page(s) reviewed. Bridges – Unit 4, Sessions 13, 15, 16, 20; Unit 4, p. 602; Unit 6, Sessions 3, 4, 10; Unit 6, pp. 802-803 Supplement Set A9 Activities 2, 3 – [illegible]; Set A11, Activity 1	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** [illegible] Overall Rating 1 2 3 4 (2 marked)

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

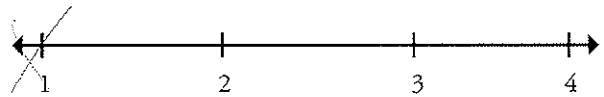
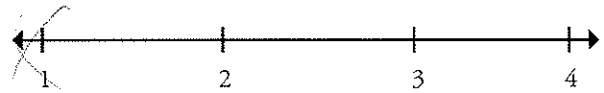
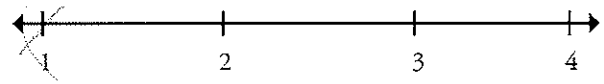
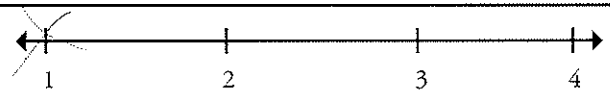
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7a 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Not addressed	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7b 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Not addressed	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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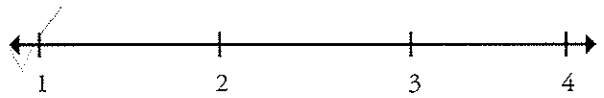
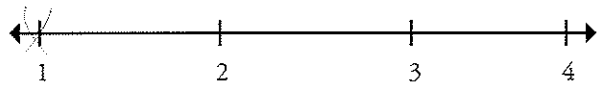
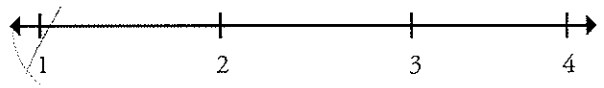
Title of Instructional Materials: Bridges

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7c 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Bridges - Unit 4 Session 20	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Not in student book. Overall Rating